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ABSTRACT

The 1981-1982 report on postsecondary desegregation progress in Maryland is presented. The goals of the 1980-85 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. For each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights include the following: black and white high school graduates continued to enter college at similar rates; generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population; statewide, the percentage of black first-time graduate students declined from 13.6 percent in 1979 to 10.2 percent in 1982; statewide there was a significant increase of doctorates awarded to blacks from 2.67 percent in 1979-1980 to 7.7 in 1981-1982; overall, the percentage of black headcount enrollment declined from 18.1 percent in fall 1981 to 17.7 percent in fall 1982. It is noted that there are several governing boards whose membership does not reflect the racial composition of their service areas. Information on progress in meeting the 1985 undergraduate accessibility goals is provided for specific campuses. (Author/SW)

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SECOND ANNUAL EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY STATUS REPORT

for the period
July 1, 1981 - fall 1982

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LE 016 843

State of Maryland
State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401
November 1983

SECOND ANNUAL EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY STATUS REPORT

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16 Francis Street
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State of Maryland

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FOREWORD

This is the second annual report of desegregation progress in the State of Maryland under the new Plan to Assure Equal Postsecondary Educational Opportunity : 1980-85.

Part One presents a statistical summary on enrollments, degrees granted, employment, and governing boards.

Part Two presents a discussion of the goals of the 1980 Plan and the status of attainment of the goals of the Plan.

Part Three, based on the reports of the institutions, presents data on their progress in the achievement of equal educational opportunity.

This report was prepared jointly by the Division of Research, Planning, and Information Systems and the Division of Equal Educational Opportunity/Institutional Approval and Evaluation. Dr. Joseph Durham, Cheryl Johnson, and Javier Miyares were responsible for the content and analysis of data.

Sheldon H. Knorr
Commissioner

EXECUTIVE SUMMARY

The Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85 requires an annual report on the progress of achieving equal educational opportunity goals. This report is the second assessment of progress under the plan and covers the period through Fall, 1982.

Highlights of the progress achieved:

- Black and white high school graduates continued to enter college at similar rates.
- Generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population.
- Frostburg, Towson, the University of Baltimore and the University of Maryland - Baltimore County have met their 1985 undergraduate accessibility goals, and three of the four historically black institutions have made progress toward the attainment of the 1985 goals.
- The College Park campus has made progress toward the attainment of its 1985 undergraduate accessibility goal. In Fall 1982, 9.6% of the first-time full-time freshmen at College Park were black. College Park's goal is 10-12%.
- The University of Maryland increased the enrollment of black students in its architecture, computer science and engineering programs.
- In the professional schools, the University of Maryland - Baltimore City Law School and School of Dentistry have surpassed their 1985 goal for first year enrollment. The University of Baltimore Law School is also progressing towards its 1985 goal.
- Statewide there was a significant increase in the percentage of doctorates awarded to blacks from 2.67% in 1979-80 to 7.7% in 1981-82.

Highlights of the areas of concern:

- The Baltimore City campus of the University of Maryland made little progress toward the attainment of its 1985 undergraduate accessibility goals. The University of Maryland - Baltimore County black freshman enrollment, while still within the 1985 target range, decreased from 15.7% in 1979 to 14.0% in 1982. In 1982, for the second consecutive year, Salisbury's percentage of black freshmen in 1982 was the lowest this institution had reported since 1975.

- Statewide, the percentage of black first-time graduate students declined from 13.6% in 1979 to 10.2% in 1982.

- Overall, the percentage of black headcount enrollment has declined from 18.1% in Fall 1981 to 17.7% in Fall 1982.

- There are several governing boards whose membership does not reflect the racial composition of their service areas.

- The number of Black faculty in predominantly white institutions and black employees of State boards and State higher educational agencies need to be increased.

PART I - STATISTICAL SUMMARY

This section contains descriptive data on the status of the State's public higher education institutions' equal educational opportunity efforts. Data on enrollments, degrees awarded and employees are presented below. Data are presented for the first year of the Plan, 1980, and the most recent year. The base year of the 1980 Plan against which progress is evaluated is 1979.

ENROLLMENT

Tables 1 through 4 present trend data for 1979, 1980 and 1982 on the enrollment of black students in the State's public higher education institutions. The percentage of black students among full-time undergraduates has been gradually declining over the last four years from 21.8% in 1979 to 21.1% in 1980, and 20.3% in 1982. Similarly, the proportion of blacks among graduate students has dropped from 13.1% in 1979 to 12.0% in 1982. However, the proportion of blacks among first-professional students in Fall 1982 was 8.3%, an increase from the previous years' levels of 7.0% in 1979, and 6.2% in 1980. In terms of total headcount enrollment, the percentage of black students was 17.7% in Fall 1982, down from 18.6% in 1980 and 18.9% in 1979.

DEGREES AWARDED

Tables 5 through 10 present data for years 1979-80 and 1981-82 on the number of degrees awarded by academic program by the State's public colleges and universities. At all but the associate degree and baccalaureate degree levels the proportion of black degree recipients increased between 1979-80 and 1981-82. Table 11 shows data on degrees awarded to black students according to the predominent race of the institutions awarding the degrees. In FY82, 48% of the bachelors degrees awarded to black students were awarded by historically white institutions - up from 28% in FY75. At the masters level, 51% of degrees awarded to black students were awarded by historically white institutions, up from 25% eight years earlier. Table 12 summarizes the trends in degrees awarded to black students since 1974.

EMPLOYEES

Tables 13 through 15 show data on full-time administrators, faculty and other professionals employed by the State's public higher education institutions for 1979 and 1982. The proportion of blacks among full-time administrators and faculty decreased from 22.9% and 10.5%, respectively, in 1979 to 19.0% and 9.2%, respectively in 1982. The proportion of black employees among other professionals however, increased from 12.8% to 13.5% over the same time span. Table 16 presents data on the racial composition of full-time employees of State agencies and boards associated with higher education. Statewide, in Fall 1982 10.4% of the administrators and 6% of the professionals employed by such agencies and boards were black.

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1982 Total	1982 Black	1982 % Black
COMMUNITY COLLEGES									
Allegany	1142	31	2.7	1172	24	2.0	1305	22	1.7
Anne Arundel	2181	190	8.7	2219	171	7.7	2460	140	5.7
Catonsville	2471	540	21.9	2604	571	21.9	2599	529	20.4
Cecil	282	14	5.0	314	27	8.6	294	31	10.5
Charles	903	88	9.7	939	92	9.8	908	91	10.0
Chesapeake	422	52	12.3	478	70	14.6	512	87	17.0
Com. Col. Balt.	3663	2950	80.5	3657	2656	72.6	3794	2865	75.5
Dundalk	492	80	16.3	434	62	14.3	484	77	15.9
Essex	2478	211	8.5	2497	255	10.2	2841	287	10.1
Frederick	570	28	4.9	701	48	6.8	959	49	5.1
Garrett	330	12	3.6	354	17	4.8	269	10	3.7
Hagerstown Jr.	878	87	9.9	852	85	10.0	938	64	6.8
Harford	1213	144	11.9	1296	150	11.6	1324	113	8.5
Howard	612	76	12.4	675	85	12.6	780	92	11.8
Mont.-Germantown	277	6	2.2	301	9	3.0	442	16	3.6
Mont.-Rock	4545	255	5.6	4630	226	4.9	4583	184	4.0
Mont.-Takoma Pk.	1129	252	22.3	1207	330	27.3	1211	278	23.0
Pr. George's	4322	1411	32.6	4439	1413	31.8	4581	1374	30.0
Wor-Wic Tech.	196	56	28.6	209	62	29.7	203	54	26.6
All Community Col.	28106	6483	23.1	28978	6353	21.9	30487	6363	20.9

TABLE 1 (Cont'd)

FULL-TIME UNDERGRADUATE ENROLLMENT

	1979			1980			1982	
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
ST. COLLEGES & UNIV.									
Bowie	1375	1146	83.3	1292	1075	83.2	1185	978	82.5
Coppin	2101	1955	93.1	1832	1722	94.0	1599	1478	92.4
Frostburg	2820	215	7.6	2839	242	8.5	2747	228	8.3
Morgan	3752	3448	91.9	3722	3411	91.6	3515	3239	92.1
Salisbury	2944	242	8.2	2879	233	8.1	2988	208	7.0
St. Mary's	1124	64	5.7	1105	58	5.2	1098	67	6.1
Towson	9546	1129	11.8	9633	1133	11.8	9119	1130	12.4
Un. of Balt.	1012	226	22.3	1007	235	23.3	1006	225	22.4
All St. Colleges	24674	8425	34.1	24309	8109	33.4	23257	7553	32.5
UNIVERSITY OF MD.									
UMAB	1160	85	7.3	1159	81	7.0	1134	87	7.7
UMBC	4698	858	18.3	4637	853	18.4	5451	795	14.6
UMCP	25092	1832	7.3	25100	1885	7.5	24305	1859	7.6
UMES	929	764	82.2	831	650	78.2	966	712	73.7
All Univ. of Md.	31879	3539	11.1	31727	3469	10.9	31856	3453	10.8
Hist. Black Inst.	8157	7313	89.7	7677	6858	89.3	7265	6407	88.2
All Other 4-Yr. Inst.	48396	4651	9.6	48359	4720	9.8	47848	4599	9.6
All Institutions	84659	18447	21.8	85014	17931	21.1	85600	17369	20.3

TABLE 2

GRADUATE ENROLLMENT
- FULL AND PART-TIME -

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1982 Total	1982 Black	1982 % Black
ST. COL. & UNIV.									
Bowie	830	307	37.0%	730	263	36.0%	487	172	35.3%
Coppin	255	217	85.1%	275	222	80.7%	227	187	82.4%
Frostburg	560	6	1.1%	556	2	.4%	553	16	2.9%
Morgan	520	329	63.3%	488	307	62.9%	489	294	60.1%
Salisbury	596	90	15.1%	623	96	15.4%	500	64	12.8%
Towson	1454	115	7.9%	1411	121	8.6%	1307	123	9.4%
Un. of Balt.	1481	271	18.3%	1582	320	20.2%	1756	278	15.8%
All Col. & Un.	5696	1335	23.4%	5665	1331	23.5%	5319	1134	21.3%
UNIVERSITY OF MARYLAND									
UMAB	1356	110	8.1%	1452	114	7.9%	1417	113	8.0%
UMBC	422	21	5.0%	479	25	5.2%	438	31	7.1%
UMCP	7357	456	6.2%	7550	529	7.0%	7482	467	6.2%
UMES	48	23	47.9%	62	27	43.6%	64	18	28.1%
All Univ. Md.	9183	610	6.6%	9543	695	7.3%	9401	629	6.7%
Hist. Blk. Inst	1653	876	53.0%	1555	819	52.7%	1267	671	53.0%
Other 4-Yr In.	13226	1069	8.1%	13653	1207	8.8%	13453	1092	8.1%
ALL INSTIT.	14879	1945	13.1%	15208	2026	13.3%	14720	1763	12.0%

TABLE 3

FIRST PROFESSIONAL ENROLLMENT BY PROGRAM
- FULL AND PART-TIME -

	1979			1980			1982	
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
Dentistry	525	36	6.9%	531	29	5.5%	500	38	7.6%
Medicine	715	43	6.0%	715	39	5.5%	709	34	4.8%
Law									
-Un. Balt.	914	28	3.1%	886	25	2.8%	912	40	4.4%
-UMAB	795	98	12.3%	778	102	13.1%	792	130	16.4%
-Total	1709	126	7.4%	1664	127	7.6%	1704	170	10.0%
All First Prof.	2949	205	7.0%	2910	195	6.7%	2913	242	8.3%

TABLE 4
TOTAL HEADCOUNT ENROLLMENT
- FALL 1982 -

Institution	Total	Black	% Black
COMMUNITY COLLEGES			
Allegany	2191	27	1.2%
Anne Arundel	8768	521	5.9%
Catonsville	11533	1616	14.0%
Cecil	1453	58	4.0%
Charles	4059	358	8.8%
Chesapeake	1951	173	8.9%
Com. Col. Balt.	8930	6599	73.9%
Dundalk	2709	198	7.3%
Essex	9951	537	5.4%
Frederick	3043	112	3.7%
Garrett	554	10	1.8%
Hagerstown Jr.	2472	124	5.0%
Harford	4706	326	6.9%
Howard	3642	412	11.3%
Mont.-Germantown	2561	83	3.2%
Mont.-Rockville	13060	537	4.1%
Mont.-Takoma Pk.	4345	931	21.4%
Prince George's	15354	5405	35.2%
Wor-Wic Tech	642	136	21.2%
All. Colleges	101924	18163	17.8%
ST. COLLEGES & UNIV.			
Bowie	2233	1439	64.4%
Coppin	2310	2096	90.7%
Frostburg	3654	267	7.3%
Morgan	4720	4192	88.8%
St. Mary's	1296	75	5.8%
Salisbury	4341	336	7.7%
Towson	14869	1700	11.4%
Un. of Balt.	5379	928	17.3%
All St. Coll & Univ.	38802	11033	28.4%
UNIV. OF MARYLAND			
UMAB	4687	422	9.0%
UMBC	7384	1006	13.6%
UMCP	37046	2745	7.4%
UMES	1214	819	67.5%
UMUC	11275	1702	15.1%
All Univ. of Md.	61606	6694	10.9%
Hist. Black Inst.	10477	8546	81.6%
All Other Instit.	191855	27344	14.3%
All Institutions	202332	35890	17.7%

TABLE 5

TRENDS IN DEGREES AWARDED BY PROGRAM
- CERTIFICATES -

Program	1979-1980 Black	1979-1980 Total	1979-1980 %Black	1981-1982 Black	1981-1982 Total	1981-1982 %Black
Inter-Disciplinary	0	1	-	0	0	-
Business/Commerce Tech	29	229	12.7%	28	259	10.8%
Data Processing Tech	19	153	12.4%	26	298	8.7%
Hlth Svcs/Paramed Tech	6	128	4.7%	31	214	14.5%
Mechanical/Eng. Tech	22	156	14.1%	18	186	9.7%
Natural Sci. Tech	9	80	11.3%	16	59	27.1%
Public Service Tech	20	152	13.2%	19	138	13.8%
Total	105	899	11.7%	138	1154	12.0%

TABLE 6

TRENDS IN DEGREES AWARDED BY PROGRAM
- ASSOCIATE -

Program	1979-1980 Black	1979-1980 Total	1979-1980 %Black	1981-1982 Black	1981-1982 Total	1981-1982 %Black
Transfer Programs	468	3056	15.3%	404	2907	13.9%
Business/Commerce Tech	240	1065	22.5%	255	1185	21.5%
Data Processing Tech	52	316	16.5%	60	480	12.5%
Health Svcs/Para. Tech	174	1299	13.4%	136	1238	11.0%
Mechanical/Eng. Tech	31	280	11.1%	41	318	12.9%
Natural Science Tech	6	64	9.4%	9	68	13.2%
Public Service Tech	151	625	24.2%	148	547	27.1%
Total	1122	6705	16.7%	1053	6743	15.6%

TABLE 7

TRENDS IN DEGREES AWARDED BY PROGRAM
- BACHELORS -

Program	1979-1980 Black	1979-1980 Total	1979-1980 %Black	1981-1982 Black	1981-1982 Total	1981-1982 %Black
Agriculture	3	287	1.0%	8	292	2.7%
Architecture	3	63	4.8%	3	62	4.8%
Area Studies	0	35	-	2	37	5.4%
Biological Sci.	63	595	10.6%	47	497	9.5%
Business/Management	395	2480	15.9%	414	2627	15.8%
Communications	58	428	13.6%	65	508	12.8%
Computer Science	8	150	5.3%	9	242	3.7%
Education	291	1316	22.1%	231	1082	21.3%
Engineering	11	486	2.3%	13	566	2.3%
Fine Art	49	419	11.7%	30	336	8.9%
Foreign Language	9	94	9.6%	5	78	6.4%
Health Professions	147	958	15.3%	113	1008	11.2%
Home Ec.	31	289	10.7%	27	395	6.8%
Law	0	6	-	0	22	-
Letters	69	408	16.9%	50	347	14.4%
Mathematics	21	125	16.8%	30	151	19.9%
Physical Science	27	202	13.4%	21	191	11.0%
Psychology	103	552	18.7%	108	567	19.0%
Public Affairs	158	580	27.2%	130	546	23.8%
Social Science	294	1563	18.8%	249	1555	16.0%
Interdisciplinary	185	1626	11.4%	214	1714	12.5%
Total	1925	12662	15.2%	1769	12823	13.8%

TABLE 8

TRENDS IN DEGREES AWARDED BY PROGRAM
- MASTERS -

Program	1979-1980 Black	1979-1980 Total	1979-1980 %Black	1981-1982 Black	1981-1982 Total	1981-1982 %Black
Agriculture	0	44	-	0	44	-
Architecture	5	10	50.0%	3	6	50.0%
Area Studies	0	5	-	1	9	11.1%
Biological Science	1	66	1.5%	1	73	1.4%
Business/Management	53	389	13.6%	57	440	13.0%
Communications	4	68	5.9%	0	32	-
Computer Science	0	29	-	1	26	3.8%
Education	207	925	22.4%	147	822	17.9%
Engineering	0	89	-	1	102	1.0%
Fine Art	2	25	8.0%	2	50	4.0%
Foreign Language	0	7	-	0	15	-
Health Professions	7	147	4.8%	9	160	5.6%
Home Economics	2	39	5.1%	3	40	7.5%
Law	0	0	-	0	3	-
Letters	3	36	8.3%	1	20	5.0%
Library Science	10	116	8.6%	7	105	6.7%
Mathematics	2	27	7.4%	0	15	-
Physical Science	0	32	-	0	33	-
Psychology	19	114	16.7%	22	130	16.9%
Public Affairs	60	379	15.8%	46	319	14.4%
Social Science	13	117	11.1%	14	121	11.6%
Interdisciplinary	2	10	20.0%	4	11	36.4%
Total	390	2674	10.2%	319	2576	12.4%

TABLE 9

TRENDS IN DEGREES AWARDED BY PROGRAM
- DOCTORATES -

Program	1979-1980 Black	1979-1980 Total	1979-1980 %Black	1981-1982 Black	1981-1982 Total	1981-1982 %Black
Agriculture	0	20	-	1	12	8.3%
Area Studies	0	4	-	0	6	-
Biological Science	2	39	5.1%	0	43	-
Business/Management	0	1	-	0	3	-
Computer Science	0	7	-	0	9	-
Education	3	109	2.8%	17	132	12.9%
Engineering	0	15	-	0	23	-
Fine Art	1	7	14.3%	0	9	-
Foreign Language	0	2	-	0	5	-
Health Professions	0	2	-	0	8	-
Letters	0	14	-	1	14	7.1%
Library Science	0	2	-	0	3	-
Mathematics	0	11	-	0	11	-
Physical Science	1	35	2.9%	1	38	2.6%
Psychology	2	14	14.3%	5	24	20.8%
Public Affairs	0	10	-	2	12	16.7%
Social Sciences	0	41	-	3	40	7.5%
Total	9	333	2.7%	30	392	7.7%

TABLE 10

TRENDS IN DEGREES AWARDED BY PROGRAM
- FIRST-PROFESSIONAL -

Program	1979-1980 Black	Total	%Black	1981-1982 Black	Total	%Black
Dentistry	7	121	5.8%	6	128	4.7%
Medicine	15	181	8.3%	11	179	6.1%
Law	27	468	5.8%	38	486	7.8%
Total	49	770	6.4%	55	793	6.9%

TABLE 11

DEGREES AWARDED TO BLACK STUDENTS
BY TYPE OF INSTITUTIONS
- 8-YEAR TRENDS -

	Baccalaureate		Masters	
	Hist. Black	Other 4-Yr.	Hist. Black	Other 4-Yr.
FY 1975	72%	28%	75%	25%
FY 1976	66%	34%	67%	33%
FY 1977	61%	39%	68%	32%
FY 1978	57%	43%	65%	35%
FY 1979	51%	49%	63%	37%
FY 1980	55%	45%	56%	44%
FY 1981	50%	50%	58%	42%
FY 1982	52%	48%	49%	51%

TABLE 12

TRENDS IN DEGREES AWARDED
- 1975-1982 -

	74-75		76-77		78-79		81-82		8-Yr Change	
	Black	White	Black	White	Black	White	Black	White	Black	White
Certificates	41	373	59	727	121	823	138	935	+237%	+151%
Associates	732	5213	963	5314	1142	5455	1053	5330	+44%	+2%
Bachelors	1431	9683	1712	9479	1637	9984	1769	10138	+24%	+5%
Masters	498	1873	467	2279	366	2153	319	1943	-36%	+4%
Doctorates	10	212	18	287	20	295	30	283	+200%	+33%
First-Professional										
Dentistry	6	111	8	115	4	125	6	116	0%	+5%
Medicine	5	125	8	156	6	153	11	156	+120%	+25%
Law	25	507	30	392	31	428	38	437	+52%	-14%
Total	36	743	46	663	41	706	55	709	+53%	-5%

TABLE 13

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	10	-	0	13	-
Anne Arundel	0	16	-	0	30	-
Catonsville	1	36	2.8%	3	39	7.7%
Cecil	0	13	-	0	10	-
Charles	0	13	-	0	3	-
Chesapeake	0	16	-	0	14	-
Com. Col. Balt.	11	32	34.4%	9	25	36.0%
Dundalk	0	24	-	1	25	4.0%
Essex	1	25	4.0%	0	31	-
Frederick	1	18	5.6%	0	23	-
Garrett	0	7	-	0	9	-
Hagerstown	0	15	-	0	17	-
Harford	0	21	-	0	28	-
Howard	2	22	13.6%	4	20	20.0%
Mont-Cent. Admin.	3	30	10.0%	4	33	12.1%
-Rockville	0	10	-	0	5	-
-Takoma Park	1	7	14.3%	1	5	20.0%
-Germantown	1	9	11.1%	1	5	20.0%
Prince George's	6	37	16.2%	5	37	13.5%
Wor Wic Tech	0	8	-	0	9	-
Total Com. Coll.	28	369	7.6%	28	381	7.3%
STATE COLLEGES						
Bowie	31	42	73.8%	34	44	77.3%
Coppin	41	44	93.2%	41	44	93.2%
Frostburg	4	29	13.8%	6	56	10.7%
Morgan	94	107	87.9%	69	83	83.1%
St. Mary's	0	12	-	0	19	-
Salisbury	4	46	8.7%	2	29	6.9%
Towson	8	108	7.4%	9	135	6.7%
Univ. of Balt.	8	45	17.8%	8	59	13.6%
Total St. Coll.	190	433	43.9%	169	469	36.0%

TABLE 13 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
UNIVERSITY OF MARYLAND						
UMAB	5	76	6.6%	9	99	9.1%
UMBC	8	35	22.9%	3	36	8.3%
UMCP	14	176	8.0%	14	207	6.8%
UMES	15	21	71.4%	14	21	66.7%
UMUC	0	24	-	0	25	-
UMCE	1	8	12.5%	0	5	-
UMEX				0	4	-
Total UM	45	348	12.9%	40	397	10.1%
Hist. Black Inst.	181	214	84.6%	158	192	82.3%
All Other Inst.	82	936	8.6%	79	1055	7.5%
Total Statewide	263	1150	22.9%	237	1247	19.0%

TABLE 14

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	94	-	0	77	-
Anne Arundel	3	172	1.7%	3	178	1.7%
Catonsville	5	217	2.3%	4	215	1.9%
Cecil	0	21	-	1	22	4.5%
Charles	2	39	5.1%	1	41	2.4%
Chesapeake	2	27	7.4%	1	29	3.4%
Com. Col. Balt.	39	155	25.2%	37	140	26.4%
Dundalk	3	45	6.7%	4	50	8.0%
Essex	1	166	.6%	2	176	1.1%
Frederick	0	30	-	2	42	4.8%
Garrett	0	22	-	0	23	-
Hagerstown	1	56	1.8%	0	52	-
Harford	0	79	-	0	81	-
Howard	4	41	9.8%	4	41	9.8%
Mont. - Cent. Admin.	0	3	-	0	0	-
- Rockville	5	263	1.9%	6	233	2.6%
- Takoma Park	2	81	2.5%	4	72	5.6%
- Germantown	0	23	-	0	25	-
Prince George's	14	234	6.0%	13	234	5.6%
Wor Wic Tech	0	17	-	0	15	-
All Com. Colleges	81	1785	4.5%	82	1746	4.7%
STATE COLLEGES						
Bowie	66	109	60.6%	50	74	67.6%
Coppin	81	137	59.1%	77	114	67.5%
Frostburg	3	181	1.7%	4	199	2.0%
Morgan	228	303	75.2%	180	247	72.9%
St. Mary's	1	65	1.5%	1	69	1.4%
Salisbury	6	185	3.2%	4	180	2.2%
Towson	10	461	2.2%	13	448	2.9%
Univ. of Balt.	3	126	2.4%	3	138	2.2%
Total State Coll.	398	1567	25.4%	332	1469	22.6%

TABLE 14 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
UNIVERSITY OF MARYLAND						
UMCA				0	4	-
UMAB	39	721	5.4%	31	732	4.2%
UMBC	15	267	5.6%	18	309	5.8%
UMCP	59	1631	3.6%	62	1862	3.3%
UMES	34	78	43.6%	39	90	43.3%
UMUC	0	12	-	0	11	-
UMCE	0	43	-	0	68	-
UMEX	33	199	16.6%	32	185	17.3%
Total Univ. of Md.	180	2951	6.1%	182	3261	5.6%
Hist. Black Inst.	409	627	65.2%	346	525	65.9%
All Other Inst.	250	5676	4.4%	250	5951	4.2%
Total Statewide	659	6303	10.5%	596	6476	9.2%

TABLE 15

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	0	-	0	17	-
Anne Arundel	3	18	16.7%	2	27	7.4%
Catonsville	5	44	11.4%	4	49	8.2%
Cecil	1	5	20.0%	0	6	-
Charles	2	21	9.5%	4	31	12.9%
Chesapeake	1	10	10.0%	1	12	8.3%
Com. Coll. Balt.	22	46	47.8%	20	43	46.5%
Dundalk	0	5	-	1	13	7.7%
Essex	2	30	6.7%	2	19	10.5%
Frederick	0	2	-	0	1	-
Garrett	0	0	-	0	1	-
Hagerstown	0	7	-	0	7	-
Harford	0	0	-	0	4	-
Howard	0	0	-	2	24	8.3%
Mont. - Cent. Admin.	0	31	-	4	43	9.3%
- Rockville	0	9	-	4	35	11.4%
- Takoma Park	1	8	12.5%	4	18	22.2%
- Germantown	0	5	-	0	7	-
Prince George's	2	16	12.5%	2	15	13.3%
Wor Wic Tech	0	0	-	0	6	-
Total Com. Coll.	39	257	15.2%	50	378	13.2%
STATE COLLEGES						
Bowie	7	15	46.7%	8	21	38.1%
Coppin	15	23	65.2%	25	36	69.4%
Frostburg	2	47	4.3%	1	21	4.8%
Morgan	35	47	74.5%	38	50	76.0%
St. Mary's	1	30	3.3%	2	24	8.3%
Salisbury	0	20	-	3	34	8.8%
Towson	8	73	11.0%	6	65	9.2%
Univ. of Balt.	2	30	6.7%	3	28	10.7%
Total State Coll.	70	285	24.6%	86	279	30.8%

TABLE 15 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

	1979			1982		
	Black	Total	% Black	Black	Total	% Black
UNIVERSITY OF MARYLAND						
UMAB	210	1891	11.1%	285	2470	11.5%
UMBC	14	109	12.8%	17	102	16.7%
UMCP	63	675	9.3%	71	655	10.8%
UMES	27	45	60.0%	28	45	62.2%
UMUC	4	66	6.1%	2	68	2.9%
UMCE	0	12	-	0	10	-
UMEX	0	2	-	4	22	18.2%
Total Univ. of Md.	318	2800	11.4%	407	3372	12.1%
Hist. Black Inst.	84	130	64.6%	99	152	65.1%
All Other Inst.	343	3212	10.7%	444	3877	11.5%
Total Statewide	427	3342	12.8%	543	4029	13.5%

TABLE 16

RACIAL COMPOSITION OF FULL-TIME EMPLOYEES
OF STATE AGENCIES AND BOARDS
ASSOCIATED WITH HIGHER EDUCATION
- FALL 1982 -

	Exec/Admin/Manager.			Professional		
	Black	Total	% Black	Black	Total	% Black
Bd. for Higher Ed.	1	5	20.0%	3	23	13.0%
Higher Ed. Loan Corp.	0	5	-	0	0	-
Scholarship Board	1	4	25.0%	0	3	-
BTSUC	0	4	-	1	35	2.9%
Bd. Com. Coll.	0	1	-	1	6	16.7%
UM - Central Admin.	3	29	10.3%	2	50	4.0%
Total	5	48	10.4%	7	117	6.0%

PART II - PROGRESS IN ATTAINMENT OF GOALS

The State's new desegregation plan, A Plan to Assure Equal Postsecondary Education Opportunity; 1980-85, was adopted by the State Board for Higher Education in December, 1980. Replacing the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State which was issued in 1974, the new plan was developed by a ten member task force appointed by Dr. Sheldon Knorr, Commissioner, and chaired by J. Harrison Ager, now vice-chairman of the State Board for Higher Education. The task force was broadly composed of representatives of the State's public postsecondary institutions, of the executive and legislative branches of state government, and of the general public.

The Plan lists thirty-three goals to be achieved by 1985. There were also eight programmatic recommendations to be implemented. In developing the goals and programmatic recommendations, the task force was guided by the following principles: equal postsecondary educational opportunity should be ensured to all persons who can benefit from it, regardless of race; the viability of the State's historically black institutions should be preserved; the goals should build upon the 1974 Desegregation Plan; the goals should be consistent with the Maryland Statewide Plan for Postsecondary Education and its Annual Reviews; and the goals should be consistent, wherever possible, with the desegregation criteria of the U. S. Office of Civil Rights.

The goals of the 1980 Plan are grouped under nine general areas:

1. Undergraduate accessibility
2. Graduate and first-professional accessibility
3. Enrollment in fields where blacks are underrepresented
4. Undergraduate retention
5. Student financial aid
6. Employment of administrators, faculty and professionals
7. Enhancement of historically black institutions
8. Governing boards
9. Evaluation and implementation of the Plan

UNDERGRADUATE ACCESSIBILITY

The 1974 Plan adopted goals for black undergraduates in terms of full-time enrollment. This approach, however, did not specifically address the retention problem. As a result, institutions were motivated to emphasize recruitment while retention remained secondary. By contrast, the 1980 Plan includes separate goals for black students entering the public higher education system (new freshmen and transfer students) and goals for improving the retention rate of black students.

GOAL 1: "Parity in the proportion of black and white high school graduates enrolling in public higher education institutions shall continue."

STATUS: The following table shows the estimated college going rates for the Spring 1982 high school graduates.

TABLE 17

ESTIMATED PROPORTION OF SPRING 1982 HIGH SCHOOL GRADUATES ENROLLING IN THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

	Black	White
Fall 1982 First-Time, Full-Time Maryland Resident Freshmen	4177	13483
Spring 1982 High School Graduates	12880	44527
College Entering Rate	32.4%	30.3%

ASSESSMENT: The college entering rate continued to be higher for black high school graduates than for their white counterparts.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 2: "There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours."

STATUS: Table 18 shows the transfer rates (as of Fall 1982) to the State public 4-year institutions of the FY82 A.A. degree recipients from community colleges. Data are presented for graduates of vocational/technical programs as well as of transfer programs. Table 19 shows the type of institutions AA degree recipients transferred to.

TABLE 18
TRANSFER RATES TO FOUR-YEAR INSTITUTIONS
OF A.A. RECIPIENTS FROM COMMUNITY COLLEGES

		Black	White	Total
AA in Voc. Tech. programs in FY82	#	641	2962	3800
Trans. to 4-Yr Public Instit by Fall 82	#	152	434	621
	%	23.7%	14.7%	16.3%
AA in Transfer Programs in FY82	#	390	2249	2783
Trans. to 4-Yr Public Inst. by Fall 82	#	125	851	1032
	%	32.1%	37.8%	37.1%
All AA Recipients in FY82	#	1031	5211	6583
Trans. to 4-Yr Public Instit by Fall 82	#	277	1285	1653
	%	26.9%	24.7%	25.1%

TABLE 19
TYPE OF INSTITUTION COMMUNITY COLLEGE
AA DEGREE RECIPIENTS TRANSFERRED TO

		Black	White	Total
AA Recipients Who Trans. to 4-Yr Instit	#	277	1285	1653
	%	100%	100%	100%
To Historically Black Institutions	#	86	29	116
	%	31.0%	2.3%	7.0%
To Other 4-Year Institutions	#	191	1256	1537
	%	69.0%	97.7%	93.0%

ASSESSMENT: The transfer rate of black AA recipients for all programs combined was higher than the transfer rate of white AA recipients. However, the transfer rate of white graduates from transfer programs was higher than the transfer rate of their black counterparts. The reverse was true of graduates of vocational/technical programs. The type of institution students transferred to is of particular interest. As Table 19 shows, 69% of the black 2-year program graduates who transferred did so to a traditionally white institution. This is encouraging when compared to the proportion of black freshmen who enrolled in Fall 1982 in traditionally white institutions - 37%. This rate might be partly related to the relatively high age of the black transfer students - 29 years.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 3: "The proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of black community college service area public high school graduates."

STATUS: Table 20 displays data on the Fall 1982 community colleges' first-time, full-time freshman enrollment by race. This table also includes the proportion of black students among the May 1982 public high school graduates of each community college's service area.

ASSESSMENT: The proportion of black public high school graduates in twelve of the 16 service areas was within 3 percentage points of the proportion of blacks among the first-time, full-time students in the corresponding community colleges. Anne Arundel, Charles, Chesapeake, and Prince George's were the community colleges enrolling a disproportionately low number of black freshmen. Prince Georges' and Anne Arundel's enrollments may be affected by the geographical proximity of a historically black institution (Bowie).

RECOMMENDED CORRECTIVE ACTION: None

GOAL 4: "The racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area."

STATUS: Table 21 shows the part-time enrollments in community colleges for Fall 1982.

ASSESSMENT: Anne Arundel, Cecil, Charles, Chesapeake and Wor-Wic Tech Community Colleges' proportions of part-time black enrollments were the least reflective of their service areas' black population. The black enrollment in the other community colleges was at most two percentage points lower than the percentage black in the service area population.

TABLE 20

FIRST-TIME, FULL-TIME FRESHMEN IN COMMUNITY COLLEGES
- FALL 1982 -

Institution	Total	Black	% Black	Spring 1982 H. S. Grads % Black*
Allegany C.C.	389	7	1.8%	1.5%
Anne Arundel C.C.	853	45	5.3%	13.2%
Cecil C.C.	119	19	16.0%	5.4%
Charles C.C.	346	39	11.3%	25.4%
Chesapeake C.C.	246	42	17.1%	27.3%
Com. Coll. of Balt.	1157	913	78.9%	77.8%
Frederick C.C.	520	26	5.0%	7.2%
Garrett C.C.	116	8	6.9%	0%
Hagerstown Jr. Coll.	387	36	9.3%	2.6%
Harford C.C.	482	48	10.0%	9.8%
Howard C. C.	261	34	13.0%	13.9%
Prince George's C.C.	1658	541	32.6%	39.3%
Wor-Wic Tech. C.C.	160	49	30.6%	33.9%
Com. Col. of Balt. Co.				
Catonsville C.C.	835	184	22.0%	8.8%
Dundalk C. C.	172	29	16.9%	
Essex C. C.	1034	111	10.7%	
All Balt. Co.	2041	324	15.9%	9.5%
Montgomery College				
Germantown	205	8	3.9%	
Rockville	1671	76	4.5%	
Takoma Park	479	107	22.3%	
All Mont. College	2355	191	8.1%	10.2%

* Percent black of the public high school graduates in service area. The service area of the community colleges is the county in which they are located except:

Catonsville C.C.: Baltimore and Carroll Counties
Charles C. C.: Charles, Calvert and St. Mary's Counties
Chesapeake C.C.: Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties
Wor-Wic Tech. C.C.: Wicomico, Worcester and Somerset Counties

TABLE 21

PART-TIME ENROLLMENT IN COMMUNITY COLLEGES
- FALL 1982 -

	Total	Black	% Black	Svc. Area Population* % Black
Allegany C.C.	886	5	.6%	1.6%
Anne Arundel C.C.	6308	381	6.0%	11.6%
Cecil C.C.	1159	27	2.3%	5.3%
Charles C.C.	3151	267	8.5%	19.1%
Chesapeake C.C.	1439	86	6.0%	21.6%
Com. Coll. Balt.	5136	3734	72.7%	54.8%
Frederick C.C.	2084	63	3.0%	5.5%
Garrett C.C.	285	0	-	.2%
Hagerstown Jr. C.	1534	60	3.9%	4.2%
Harford C.C.	3382	213	6.3%	8.3%
Howard C.C.	2862	320	11.2%	11.7%
Pr. George's C.C.	10773	4031	37.4%	37.3%
Wor-Wic Tech C.C.	439	82	18.7%	25.1%
C.C. of Balt. Co.				
Catonsville C.C.	8934	1087	12.2%	3.5%
Dundalk C.C.	2225	121	5.4%	
Essex C.C.	7110	250	3.5%	
All Balt. Co. C.C.	18269	1458	8.0%	8.2%
Montgomery College				
Germantown	2119	67	3.2%	
Rockville	8477	353	4.2%	
Takoma Park	3134	653	20.8%	
All Montgomery C.C.	13730	1073	7.8%	8.8%

*1980 U.S. Census. Data published by the Maryland Department of State Planning, January 1982 ("1980 Census Profile: Population and Housing Characteristics for Maryland Counties").

For definition of service area see footnote to Table 20.

RECOMMENDED CORRECTIVE ACTION: The community colleges must implement strategies and develop new programs to attract additional part-time black students from their service area.

GOAL 5: This goal established the percentage of other-race first-time, full-time freshmen the public four-year institutions should attain by 1985.

STATUS: Table 22 shows trends in first-time, full-time freshman enrollment in the public four-year institutions.

ASSESSMENT. Three of the four historically black institutions have made continuous progress for the last three years in reducing their proportional black freshman enrollment. Coppin has already achieved its 1985 goal. During Fall 1982 Morgan's proportion of black first-time freshmen increased to 96.9%, slightly above the 1979 proportion of 96.5%. If this trend continues, Morgan will not achieve its 1985 goal. Bowie decreased its proportion of black first-time, full-time freshmen nearly six percent from the 1980 level. If this current rate of progress continues, Bowie is likely to achieve its 1985 goal. UMES, however, is unlikely to achieve its 1985 goal unless it increases the current rate of progress.

Among the other 4-year institutions, Frostburg, Towson and UMBC have already met their 1985 goals. It should be noted that Frostburg and UMBC had met their 1980 goals under the 1974 desegregation plan while Towson had not. UMBC even though still within the 1985 range, shows a consistent downward trend; if it continues, it should be expected that by next year UMBC will fall short of its goal, the first time this would happen since Maryland adopted its first desegregation plan. Furthermore, UMBC might lose the "critical mass" needed to sustain its desegregation effort. Salisbury's percentage of black freshmen in 1982 was the lowest this institution has reported since 1975. UMCP has made slow but steady progress towards its 1985 goal, and it may be expected to reach its 1985 goal.

The percentage of blacks among entering freshmen in the public four-year institutions in Fall 1982 was 23.7%. While this compares favorably with the proportion of blacks among the May 1982 high school graduates - 20.9%, it is lower than the 1985 goal of 24-26%.

RECOMMENDED CORRECTIVE ACTION: The segments (where appropriate) and the institutions must maintain momentum toward achieving the 1985 goal.

TABLE 22

FIRST-TIME, FULL-TIME FRESHMAN
ENROLLMENT IN PUBLIC FOUR-YEAR INSTITUTIONS

Institution	1979 Total	1979 Black	1979 % Black	1980 Total	1980 Black	1980 % Black	1982 Total	1982 Black	1982 % Black	1985 Goals % Black
ST. COL. & UNIV.										
Bowie	344	319	92.7%	293	265	90.4%	256	217	84.8%	71%
Coppin	477	460	96.4%	359	344	95.8%	355	321	90.4%	95%
Frostburg	737	71	9.6%	750	80	10.7%	736	72	9.8%	8%
Morgan	864	834	96.5%	805	766	95.2%	850	824	96.9%	88%
St. Mary's	350	14	4.0%	306	12	3.9%	320	16	5.0%	8%
Salisbury	712	60	8.4%	622	60	9.7%	659	42	6.4%	8-10%
Towson	2078	255	12.3%	2033	293	14.4%	1609	214	13.3%	13-16%
All St. Col. & Univ.	5562	2013	36.2%	5168	1820	35.2%	4785	1706	35.7%	34-35%
UNIVERSITY OF MARYLAND										
UMBC	1387	217	15.6%	1390	218	15.7%	1415	198	14.0%	13-16%
UMCP	5163	420	8.1%	4596	411	8.9%	4189	402	9.6%	10-12%
UMES	352	297	84.4%	229	186	81.2%	274	222	81.0%	75%
All Univ. of Md.	6902	934	13.5%	6215	815	13.1%	5878	822	14.0%	15-18%
Hist. Black Inst.	2037	1910	93.8%	1686	1561	92.6%	1735	1584	91.3%	86%
All Other 4-Yr Inst	10427	1037	10.0%	9697	1074	11.1%	8928	944	10.6%	11-13%
Four-Year Total	12464	2947	23.6%	11383	2635	23.2%	10663	2528	23.7%	24-26%

GOAL 6: By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to 12% and 16-17%, respectively.

STATUS: Table 1 (Full-Time Undergraduate Enrollment) shows the proportion of full-time black undergraduates at the University of Baltimore and the University of Maryland at Baltimore for years 1979, 1980 and 1982. As of Fall 1982 this proportion stood at 22.4% (UB) and 7.7% (UMAB).

ASSESSMENT: The University of Baltimore has surpassed its goal throughout the 1979 to 1982 period. The University of Maryland at Baltimore has made slight progress towards achieving its goal during this period.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland at Baltimore must identify procedures and strategies which will be instrumental in assisting the institution to move closer to the achievement of the 1985 goal.

GRADUATE AND FIRST-PROFESSIONAL ACCESSIBILITY

The 1974 Plan established graduate and first-professional other-race enrollment goals in terms of full-time enrollment only. However, by 1979 part-time students were close to two-thirds of all graduate/first-professional enrollment. Indeed, it is increasingly atypical for graduate students to be enrolled full-time throughout the entire time of their study. As a consequence of this trend, the 1980 Plan sets graduate and first-professional other-race enrollment goals in terms of both full and part-time enrollment.

GOAL 7: "By 1985 the proportion of black State residents who graduate from public undergraduate four-year institutions in the State and enter public institutions for graduate study or professional training in the State shall be (or continue to be) equal to the proportion of white State residents who graduate from such undergraduate institutions and enter such institutions for graduate study or professional training."

STATUS: In FY 82 the State public 4-year institutions awarded 1,761 black students bachelors degrees, 122 of these students were enrolled in Fall 1982 in the State's public institutions as graduate/first-professional students - 6.9%

In FY 82 the State public 4-year institutions awarded 10,119 white students bachelors degrees; 661 of these students were enrolled in Fall 1982 in the State's public institutions as graduate/first-professional students - 6.5%

ASSESSMENT: This goal is being met.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 8: This goal established the percentage of other-race first-time graduate students the State higher education segments should obtain by 1985.

STATUS: The following table shows the percentage of black first-time graduate students enrolled in the public four-year institutions in Fall 1982. The 1985 segmental goals are included as well.

TABLE 23
FIRST-TIME GRADUATE ENROLLMENT*

	Fall 1979	Fall 1982			1985 Goal
	% Black	Total	Black	% Black	% Black
Bowie		52	15	28.8%	
Coppin		7	7	100.0%	
Frostburg		48	1	2.1%	
Salisbury		44	9	20.5%	
Towson		55	4	7.3%	
Univ. of Balt.		383	68	17.8%	
Total, BTSUC	24.3%	589	104	17.7%	20-24%
Morgan	52.2%	100	56	56.0%	50%
UMAB*		382	30	7.9%	
UMBC		61	2	3.3%	
UMCP		1449	71	4.9%	
UMES		2	1	50.0%	
Total, UM	8.6%	1894	104	5.5%	10-12%
All Instit.	13.6%	2583	264	10.2%	15-18%

*First-time enrollment data not available; "less than one year" data were used.

ASSESSMENT: The percentage of black first-time graduate students declined from 14% in 1979 to 10% in 1982. Data presented to assess the previous goal showed similar rates in enrollment in graduate programs for black and white bachelor's degree recipients. It appears that a large segment of the first year graduate enrollment is made up of out-of-State students and/or bachelor's degree recipients who had delayed the continuation of their education.

RECOMMENDED CORRECTIVE ACTION: Given its array of graduate programs and the size of its enrollment, the University of Maryland must increase its black graduate enrollment. Institutions in the Board of Trustees segment must identify and implement individual and collective strategies which will enable these schools to achieve their segmental goal.

GOAL 9: This goal established the percentage of black students in the entering class the professional schools should attain by 1985.

STATUS: In lieu of data on the entering class (which are not collected by SBHE), Table 24 displays data on the enrollment in the professional schools classified as "less than one year."

TABLE 24

FIRST-YEAR ENROLLMENT IN FIRST-PROFESSIONAL PROGRAMS
FULL AND PART-TIME*

	1979			1980			1982			1985 Goals
	Tot.	Bl.	% Bl.	Tot.	Bl.	% Bl.	Tot.	Bl.	% Bl.	% Black
Dentistry	142	7	4.9	138	6	4.4	113	13	11.5	10-12%
Medicine	181	13	7.2	178	9	5.1	178	9	5.1	10-12%
Law										
Un. Balt.	336	12	3.6	316	9	2.9	357	23	6.4	10%
UMAB	254	33	13.0	253	32	12.7	253	55	21.7	10-15%
Total	590	45	7.6	569	41	7.2	610	78	12.8	
All First-Profess.	913	65	7.1	885	56	6.3	901	100	11.1	

* Data are students who completed less than 1 full year.

ASSESSMENT: With the exception of UMAB's Medical program, all professional programs showed progress toward the 1985 goal. As of 1982, UMAB's dentistry program has attained its 1985 goal. The proportion of first-year black students in the dentistry program more than doubled between 1980 and 1982. This increase was due to a combination of an increase in the number of black students and a decrease in the total number of students. The UMAB's Law School increased its proportion of first-year black students by nine percentage points. In 1982 this program already surpassed its 1985 goal.. The University of Baltimore Law School increased its proportion of first-year black students by over 3 percentage points; as of 1982 then this program is slightly more than half-way in attaining its 1985 goal.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland professional schools must, continue to develop and implement strategies designed to increase black enrollment.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Some fields such as education and social science have traditionally drawn heavy concentrations of black students. Some other fields such as computer science and engineering have not drawn heavy black enrollment. The 1980 Plan identified the small number of blacks in technical/scientific fields as a problem in achieving equal postsecondary educational opportunity and, therefore, set goals for recruitment efforts of blacks in these areas as well as a goal for the retention of blacks in these areas of study.

GOAL 10: "Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in technical/scientific areas at the undergraduate as well as the graduate level."

STATUS: Tables 7 through 9 show bachelors, masters and doctorate degrees awarded by race by program for 1979-80 and 1981-82.

ASSESSMENT: At the bachelors level, of those fields considered technical/scientific (architecture, biological sciences, computer sciences, engineering, physical sciences) only computer science and engineering had an increase in the number of black students receiving degrees between 1979-80 and 1981-82. At the masters level the number of black graduates slightly increased in computer science and engineering, remained stable in biological sciences, and decreased in architecture during the period 1979-80 to 1981-82. At the doctoral level the number of black graduates decreased in biological sciences and remained stable in physical sciences during 1979-80 to 1981-82.

RECOMMENDED CORRECTIVE ACTION: The segments and institutions must identify and implement strategies to attract larger numbers of blacks into scientific fields. At the graduate level, the Other Race Grants might be restricted to the support of graduate students in scientific/technical fields.

GOAL 11: "The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total black enrollment in these fields is consistent with the 1979 full-time, first-time black enrollment, which equaled 9.2%, in these fields."

STATUS: Since the implementation of the Plan in 1980, several factors have occurred which impact upon goal 11.

At College Park, the undergraduate architecture program was restructured. The program is now a five year program and students receive the masters degree at the completion of the program. Data in pre-architecture and pre-engineering are now

being collected. Also, as of Fall 1983, computer science will be offered in most of the BTSUC institutions and Morgan State University.

Table 25 shows data for 1979, 1980 and 1982 on the University of Maryland's undergraduate enrollments in these fields reflective of the above factors.

ASSESSMENT: Table 25 shows that during the 1979-82 period, the University of Maryland has made some progress towards achieving this goal.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland must continue to identify strategies that will increase black retention in the fields of architecture, computer and information sciences, and engineering.

UNDERGRADUATE RETENTION

Retention data (goals 12 and 13) are currently being analyzed and will be available in Spring 1984.

In 1982, the Board published a two-volume study, Retention, Progression and Transfer at Maryland Public Four-Year Institutions.

STUDENT FINANCIAL AID

When the 1980 Plan was developed, the State Board for Higher Education staff was directed (goal 14) to conduct a study (a) to ascertain the extent to which black students are denied access to undergraduate, graduate, and first-professional degrees because adequate financial aid is not available; and (b) to estimate the amount of financial aid funding necessary for implementation of recommendations of the 1980 Plan.

The requested study has been completed and has been forwarded to the legislative fiscal committees. A task force is currently studying the impact of the availability of Federal financial aid on student enrollments.

EMPLOYMENT OF ADMINISTRATORS, FACULTY AND PROFESSIONALS

Goals 15 to 21 address problems related to the employment of black administrators, faculty and professionals at the State public higher education institutions. Specifically, these goals set general principles for institutional affirmative action programs. Tables 13 through 16 show employment data for 1982. Part III of this Report includes institutional reports which evaluate on-going affirmative action efforts.

ENHANCEMENT OF HISTORICALLY BLACK INSTITUTIONS

TABLE 25

UNIVERSITY OF MARYLAND UNDERGRADUATE ENROLLMENTS IN ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES, AND ENGINEERING

		1979			1980			1982		
Program	Instit.	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
Pre-Archit.	UMCP	-	-	-				300	35	11.7%
Architecture*	UMCP	298	11	3.7%	261	14	5.4%	267	9	3.4%
Comp. Sci.	UMCP	1063	90	8.5%	1309	111	8.5%	1808	149	8.2%
	UMBC	-	-	-	2	0	-	323	27	8.4%
	UMES	-	-	-	18	13	72.2%	70	50	71.4%
Pre-Engineer	UMCP							978	104	10.6%
	UMES							37	22	59.5%
Engineering	UMCP	3721	192	5.2%	4186	241	5.8%	3864	196	5.1%
	UMES	27	12	44.4%	25	10	40.0%	30	8	26.7%
Total UMCP		5082	293	5.8%	5756	366	6.4%	7217	493	6.8%
Total UM		5109	305	6.0%	5801	389	6.7%	7677	600	7.8%

* Includes Masters of Architecture Students

The enhancement of the State's four historically black institutions is an important goal in the 1980 Plan.

GOAL 22: "The State Board for Higher Education, with the cooperation of the Task Force and the institutional and segmental governing boards shall undertake a comprehensive study of the State's four historically black institutions to determine within the areas of general administration, program, faculty, support services, student aid, facilities, and general financial support the special needs that must be met in order to enhance these institutions. Further, this study shall be conducted in the areas cited above, based on evaluation criteria developed by representatives from the public postsecondary institutions. The study shall be completed by April 1, 1981."

ASSESSMENT: As directed by the 1980 Plan, the State Board for Higher Education undertook a study of the four historically black institutions. The study began in January, 1981, and was completed in August, 1981.

The overall purpose of the Enhancement Study was to determine science and engineering, what financial resources need to be allocated to the historically black institutions in order to permit them to function as full-fledged participants in a unitary system of higher education.

The overall findings of the study were that the historically black institutions were generally deficient in needed equipment, equipment maintenance, and supplies. The faculties of the historically black institutions are generally well prepared, but are severely hampered because of the lack of faculty development funds for maintaining contact with professional colleagues and keeping abreast of current trends in their respective disciplines.

Using the findings of the Enhancement Study consultants, the SBHE staff and institutional representatives developed fiscal recommendations for the historically black institutions over a five year period.

For Fiscal Year 1983, the recommendation was for $6.1 million. Of this amount, the institutions actually were allocated the following:

Bowie State College - $70,000
Coppin State College - $230,000
Morgan State University - $750,000
University of Maryland - Eastern Shore - $0

In FY84, $5.3 million was requested. This amount represents a resubmission by the institutions of requests for items which were not funded in FY83. For the remaining years of the enhancement effort a total of $13.4 million for equipment, equipment maintenance, supplies, faculty development, and personnel is needed to maintain or repair essential equipment.

RECOMMENDATION: The State Board for Higher Education will review the Enhancement Study and, assisted by the Department of Budget and Fiscal Planning, submit revised budget recommendations regarding the enhancement of the State's historically black institutions.

GOVERNING BOARDS

GOAL 23: "The Governor should continue at least the present rate of appointment of black persons to Statewide and segmental boards with a membership reflecting the State's racial distribution and to local boards with a membership reflecting the racial distribution of the service area; and should increase the appointment of black persons to those local boards with a membership which does not reflect the racial distribution of the service area."

STATUS: Table 26 shows the racial distribution (as of October 1982) of boards associated with Maryland public higher education.

TABLE 26
RACIAL COMPOSITION OF BOARDS
ASSOCIATED WITH HIGHER EDUCATION
- FALL 1982 -

	Total	Black		Service Area Population
	N	N	%	% Black
Statewide Boards				
SBHE	11	3	27.3%	
Higher Ed Loan Corp	11	2	18.2%	
St. Scholar. Bd.	10	2	20.0%	
Segmental Boards				
Bd Regents-UM	15	2	13.3%	
BTSUC	10	3	30.0%	
Bd Regents-Morgan	12	8	66.7%	
Bd Trstee-St. Mary	12	1	8.3%	
St Bd for Com Col.	8	2	25.0%	
Local Boards				
Allegany	7	0	-	1.6%
Anne Arundel	8	1	12.5%	11.6%
Balt. Co. Com. Col.	9	1	11.1%	8.2%
Cecil	7	1	14.3%	5.3%
Charles	7	1	14.3%	19.1%
Chesapeake	10	1	10.0%	21.6%
Com. Col. Balt.	7	4	57.1%	54.8%
Frederick	7	1	14.3%	5.5%
Garrett	7	0	-	.2%
Hagerstown	7	0	-	4.2%
Harford	7	1	14.3%	8.3%
Howard	7	3	42.9%	11.7%
Montgomery Coll.	8*	1	12.5%	8.8%
Prince George's	8	1	12.5%	37.3%
Wor-Wic Tech	7	1	14.3%	25.1%

Note: Service area population from 1980 U. S. Census
* One Seat is vacant

ASSESSMENT: The 1980 Census showed that the State's population was 22.7% black. Of the statewide and segmental boards, the racial composition of the Higher Education Loan Corporation, the State Scholarship Board, the Board of Regents of the University of Maryland and the Board of Trustees of St. Mary's College is not reflective of the State's population. Among the local boards, the trustees of Chesapeake, Prince George's and Wor-Wic Tech community colleges do not reflect the racial composition of their service areas' population.

RECOMMENDED CORRECTIVE ACTION: The segments and institutions must support appointments that will ensure that board memberships are representative of the racial composition of the service areas involved.

EVALUATION AND IMPLEMENTATION OF THE PLAN

The State Board for Higher Education has the responsibility for coordinating and monitoring the 1980 Plan. Goals 24 through 33 specify particular areas of this responsibility.

GOAL 24: "The SBHE shall continue to have and exercise the central responsibility for coordinating and monitoring the effective implementation of the Task Force recommendations."

GOAL 25: "The SBHE shall continue to collect the data necessary to monitor and evaluate progress towards the goals recommended by the Task Force."

GOAL 26: "The SBHE shall continue to recommend corrective actions that are related to the implementation of this report."

GOAL 27: "The SBHE shall continue to participate in the resolution of conflicts that pertain to equal opportunity."

GOAL 28: "The SBHE shall continue to conduct longitudinal studies on issues related to black participation in higher education."

GOAL 29: "The SBHE shall continue to serve as a repository of campus and segment affirmative action plans."

GOAL 30: "The SBHE shall continue to evaluate the impact on equal postsecondary educational opportunity of new academic program and facility proposals."

GOAL 31: "The SBHE shall prepare and publish an Annual Equal Postsecondary Educational Opportunity Status Report. This Report shall include a statistical summary on enrollments, degrees granted, employment and governing boards; an evaluation of progress towards the goals recommended by the Task Force; institutional reports in a format provided by the SBHE; and recommendations for corrective action."

GOAL 32: "The SBHE shall include an evaluation of efforts to insure equal postsecondary educational opportunity and the results of these efforts in the SBHE institutional evaluation process."

GOAL 33: "The SBHE shall include equal postsecondary educational opportunity concerns in the special inter-institutional reviews of existing programs."

ASSESSMENT: These goals are being implemented through the ongoing activities of the Board and its staff in the areas of research, data-gathering, and program evaluation.

RECOMMENDATION: The Board and its staff will continue its monitoring through the implementation of Goals 24 through 33.

PART III - INSTITUTIONAL ANALYSIS

The Plan to Assure Equal Postsecondary Educational Opportunity 1980-1985 contains programmatic recommendations in addition to numerical goals. Each institution developed activities under the programmatic recommendations in their implementation plans. These are activities which will help the institutions achieve their numerical goals. Each institution was asked to fill out a form (Appendix A) describing progress to date in the implementation of its programmatic activities. The charts at the end of this section are summaries of the material included in each institution's submission.

The following is an assessment of the programmatic activities for (1) undergraduate accessibility, (2) graduate/first professional accessibility, (3) enrollment in fields where blacks are underrepresented, (4) student retention, and (5) administrative/ professional staff and faculty.

UNDERGRADUATE ACCESSIBILITY

Each institution currently has activities planned on an annual basis to recruit other-race students. The most widely used recruitment strategies include visits to high schools, participation in college nights, visits to local community colleges, and direct mailings to potential students. Most of the institutions also make use of currently enrolled black students and/or black alumni in the recruitment process (Towson, Salisbury, Frostburg, UMES). The University of Maryland - College Park makes extensive use of black alumni as identifiers of potential black students.

All of the institutions plan to continue their current recruitment activity and expand the activities where possible. Funding may hamper the expansion of activities.

RECOMMENDATION: It is recommended that those institutions which do not currently use students as recruiters or do not use alumni as identifiers of potential students consider such activities. Current students and alumni can provide an inexpensive way of marketing the institution. Potential students may be able to get a better picture of what the institution is like from talking with students and alumni.

GRADUATE AND FIRST PROFESSIONAL ACCESSIBILITY

Each institution currently has activities planned on an annual basis to recruit other-race students. At the graduate/first professional level recruitment is mainly the responsiblity of each department. Faculty, staff and students attend career and graduate school days, (Morgan State University, Towson State University and University of Baltimore) and/or make presentations to groups who are interested in specific fields

(Bowie State College, UMAB). Direct mailings to students who have taken the appropriate entrance examination are also widely used (UMCP, UMAB). The medical and dental schools of UMAB have extensive recruitment programs that begin with junior high school students and extend to pre-med/pre-dent clubs at the colleges. Many of these activities are federally funded. Each institution mentioned the Other Race Grant Program for Graduate and Professional School Students as a means of attracting other-race students to their campuses. The need for additional scholarships, fellowships and/or assistantships for minority students was mentioned by several institutions (UMAB, UMBC, UMCP).

All of the institutions plan to continue their current recruitment activity and expand the activities where possible. Funding may hamper the expansion of activities.

RECOMMENDATION: It is recommended that UMAB consider making alternative plans to fund its recruitment programs in the event that the federal funding expires.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Activity in this area is focused on contacting and counseling students who have expressed an interest in the sciences, architecture or computer science. (Morgan State University, Bowie State College, Towson State University, UMCP) Institutions also focus attention on contacting and counseling students who have high SAT scores or high grades in high school but may not have decided on a major. (Coppin State College)

The School of Engineering and the School of Architecture at UMCP make extensive use of faculty and currently enrolled students in recruiting students to these areas. Both schools have black student organizations. The School of Engineering has a Center for Minorities and Science and Engineering which works with junior and senior high school students.

The UMES-UMAB honors program serves as a mechanism to attract black students to the science fields. UMES students who successfully complete the pre-medical or pre-dental track of the program are guaranteed places in the UMAB medical or dental school.

Each institution plans to continue its current activity and expand the activities where possible. Many institutions have begun or are planning additional activities that involve junior and senior high school students (Morgan, Towson, Coppin, Bowie).

Many minority students lack information on the academic background necessary to major in the sciences and technical fields in college.

RECOMMENDATION: It is recommended that institutions which currently do not have recruitment activities that involve junior or senior high school students consider implementing such activities.

UNDERGRADUATE RETENTION

Each institution conducts a variety of activities to foster student retention. Most frequently these activities include the use of predictive indices for placement in freshmen classes, offering developmental courses in mathematics, reading and writing, tutorial services in specific courses, extensive counseling of students found deficient at mid-semester, and follow-up of non-returning students. Each institution has a learning resource center where students can seek assistance in basic skills and/or specific courses.

Many institutions have retention committees (Bowie, UMBC, UMES, UB, UMAB, Morgan). The UMCP Human Relations Office sponsors numerous activities to make the campus more hospitable to black students. Towson has offered a course on Racism.

Each institution plans to continue its current retention activities and expand activities where possible. Towson State University has been selected to participate in a three year National Center For Higher Eduation Management Systems project to improve retention.

The State Board for Higher Education, April 1982 report on Retention, Progression and Transfer at Maryland Public Four-Year Institutions indicates in Table 10 that for the entering class of 1979, both Frostburg State College and St. Mary's College of Maryland had higher retention rates for black students than for white students.

RECOMMENDATION: It is recommended that other institutions contact the staff of Frostburg State College and St. Mary's College of Maryland to find out the characteristics of these successful retention programs.

EMPLOYMENT OF ADMINISTRATORS, FACULTY AND PROFESSIONALS

All of the institutions recruit administrative professional staff and faculty through national publications such as The Chronicle for Higher Education, professional journals, The Baltimore Sun, The Washington Post, and the Afro-American. Other frequently used methods to recruit faculty and staff include mailings to predominantly black colleges, black professional organizations, recruitment at professional conferences, or direct contact with individuals who may be in a position to recommend candidates. Current black faculty and staff are used in the search committee process and affirmative action officers monitor the search and selection process.

Some institutions cited special problems in finding minority staff and faculty. For example, St. Mary's College has difficulty recruiting black staff and faculty because of its rural location. The UMAB professional schools have difficulty attracting black faculty because few blacks in medicine, dentistry or law have a desire to teach in these fields.

RECOMMENDATION: It is recommended that each institution make its current black faculty who qualify aware of the State Board for Higher Education Henry C. Welcome Fellowships.

UMAB School of Dentistry
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-12%	Current activities for recruitng students includes: 1. Operation Dental Career 2. Health Career Institute 3. College Preparatory Seminars 4. Inter-professional Studies Institute 5. Pre Professional and Research Training 6. Dental Career Day 7. UMES-UMAB Honors Program 8. The Subcommittee on Dental Student Recruitment 9. Dual Degree Program with Bowie, Coppin and Morgan. 10. College recruitment visits 11. High School Graduate Seminars	Seminars for high school teachers and counselors. Establishment of additional Pre-Dental Clubs. Continuation of current activities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Same as above	Same as above
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1]	Current retention activities: 1. Pre-Matriculation Academic Summer Session 2. Science Study Skills 3. Independent Learning Center 4. Specially Tailored Education Program.	Continuation of current activities.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment strategies include letters to dental school deans, announcements in professional journals, placement of notices at national meetings.	Continuation of current activities.

[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UMAB SCHOOL OF LAW

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-15%.	Current recruitment activities include 1. Use of BALSA members as recruitment volunteers. 2. Use of the Law School Candidate Referral Service. 3. Use of pamphlet describing the UMAB minority program. 4. Spring reception for minority applicants. 5. Reception at Dean's home for accepted black applicants. 6. Use of black alumni to refer potential applicants.	Continuation of current activities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level.	Same as above	Same as above
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1]		
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment strategies include: 1. Review of the credentials of all minority applicants who are on file with the AALS. 2. Interview black candidates at Annual AALS meeting.	Continuation of current activities.

[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UMAB SCHOOL OF MEDICINE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-12%.	Current recruitment activities include: 1. Self identification by students 2. College Board Search Service 3. Identification through high school teachers or counselors. 4. Medical Minority Applicant Registry 5. PreMed Clubs 6. Career Days 7. College recruitment trips 8. Health Careers Institute 9. Professional Research Training 10. College Preparatory Seminar 11. Biomedical Summer Research Apprenticeship Program 12. Open House 13. Health Careers Awareness Project 14. Interprofessional Studies Institute 15. UMES-UMAB Honors Program 16. Research on Factors of Medical School Selection 17. Chancellor's Committee on Recruitment and Retention of Minority Students	Expansion and continuation of current activities. Increased interaction with members of the SBHE.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level.	Same as above	Same as above
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1]	Pre-matriculation Summer Program Study Skills Workshops Academic Counseling Personal Counseling Student Tutoring National Board and FLEX Examination Preparation	Expansion and continuation of current activities.

[1] Although this goal refers to undergraduate students the retention of full-time professional school students is especially important.

UMAB SCHOOL OF MEDICINE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment strategies include advertising through professional journals, newspapers, and special minority locater services, direct inquiries to other schools.	Continuation of current activities.

UMAB School of Social Work and Community Planning
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%.	Intensive recruitment activities are undertaken at all black undergraduate institutions in the State and out of state.	Expansion of recruitment efforts to out-of-state black schools.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Retention of black students is equal to that of white students.	Continuation of current Student Support Program for minority students.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in national publications, professional journals, metropolitan newspapers, black professional social work organizations.	Will continue to seek black faculty and staff when vacancies occur.

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UMAB School of Pharmacy
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UMAB goal is 12%.	Current recruitment activities include: 1. Health Careers Opportunity Program 2. Dual degree program with Coppin, Morgan, UMES. 3. Increased personal contact with black applicants. 4. Minority applicants invited to a day of classes.	Expansion and continuation of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%.	Current activity includes a fellowship for a minority graduate student, and contacts with various black colleges.	Continuation of current activites.
Four-year Institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level.	Same as above	Same as above
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Current activities include: Structured tutorial program; Individual meetings with faculty; Retention Specialist works with Committee on Promotions and Dismissals.	Supplemental Course instruction to begin next year.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in professional journals, national publications and metropolitan newspapers.	Continuation of current activities.

UMAB SCHOOL OF NURSING
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UMAB goal is 12%.	Current recruitment strategies include: 1. Financial aid (need based) 2. Committee on Public Relations and Recruitment and Retention of Students from Minority Groups developed recruitment materials. 3. Program for High School Guidance Counselors. 4. Black Student Nurses Association developed "link" program. 5. Visits to high schools, community colleges and 4 year colleges. 6. At the graduate level, the School of Nursing had an exhibit booth at the Maryland Nurses Convention, and the D.C. Nurses Convention, and the NLN Convention.	Continuation of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%.	Above activities used to recruit graduate students.	Same as above.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Current retention activites include: 1. Peer tutoring for junior year minority students. 2. Writing skills seminars, test taking and study skills classes. 3. Counseling services 4. Parents Day 5. Formation of the Black Student Nurses Association 6. Faculty advisement 7. Faculty development program to help faculty work with minority students.	Continuation of current activities. Reception for new minority students planned.

UMAB School of Nursing
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Current recruitment activities include: 1. Blacks on search committees 2. Advertising in publication or other media forms which serve blacks. 3. Contacting other deans of nursing schools.	Continuation of current activities.

UMBC

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. UMBC goal is 13-16%.	Visits to schools having high minority enrollments, direct mailings to high ability minority students. Staff continued to work with several community and school programs. Campus advisory committee on minority recruiting has been created.	Continued contact with minorit rich high schools, campus advisory committee on minority recruiting.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMBC Goal is 10-12%.	Visits to local colleges. Attraction of minority students through Minority Fellowships and Other Race Grants.	Continuation of current activities. Hire a graduate school recruiter when funds become available.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level.	Office of Admissions with the assistance of faculty and students made extensive efforts to inform prospective minority students with appropriate background of opportunities in the sciences and related fields through school visits, personal contacts, mail contacts, campus visits.	UMBC will work with UMAB to encourage black high school students to enter these fields.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Various developmental services are provided in the Learning Resource Center. Retention committee appointed last year has made significant recommendations which point to the value of faculty/student interaction in improving retention.	UMBC will continue the Learnin Resource Center and evaluate t feasibility of expanding its exceptional admit program from a six week summer program to a 15 week fall semester progra
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in national publications, Baltimore-Washington newspapers. Office of Human Relations monitors the placement of advertise-ments, the interview process and the selection of candidates.	OHR will propose to include an optional affirmative action questionnaire to be completed by all position candidates. This process will enable OHR t better monitor affirmative action efforts.

UMCP
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. UMCP goal is 10-12%.	Wide variety of recruitment activities conducted by Office of Undergraduate Admissions and the Divisions. Examples include: 1. PALMS Summer Program 2. Minority Focus Day 3. Voluntary Council for Equal Opportunity 4. Minority Scholars Recognition Program 5. Project Future Search 6. Open House for Academically Talented 7. Network of Black Alumni 8. Minority Freshmen Weekend	Continuation and expansion of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMCP goal is 10-12%.	Each department recruits graduate students. Other Race Grants, fellowships and assistantships are used to attract students. UMCP was awarded 15 GPOP fellowships. Graduate housing set aside for minority students.	Implementation of OMSE/Graduate School seminars for graduate students during which they exchange information concerning their thesis and dissertation topics. Continuation of current activiti activities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	The College of Engineering is associated with the Voluntary Council for E.O. The Council sponsors a program of Pipeline Clubs. "Minority Scholars in Computer Science" program begun. Program provides the opportunity for high ability minority students to earn six credits of college work during the summer between their junior and senior year in high school. College of Engineering sponsors Guidance Counselor Workshops.	Continuation of current activities. Outside funding being sought to recruit and retain minority students in these fields.

UMCP
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total Black enrollment in these fields is consistent with the 1979 full-time, first-time Black enrollment, which equaled 9.2% in these fields.	In addition to campus and division activities, retention activities related to these fields include: 1. Faculty member serves as a liaison with minority students in Architecture. 2. Minority Architectural Society provides assistance in physics and math. 3. Tutorial service in math is provided by Computer Science Department. 4. Tutorial services are available in the College of Engineering. 5. Black Engineering Society serves as a support group for students.	Establishment of mentor system in Computer Science. Establishment and expansion of Center for Minorities in Science and Engineering.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	The campus has hired a Director of Office of Student Minority Education. A study of factors promoting or inhibiting retention is underway. Various cultural & recreational activities underway. Each division provides a variety of tutorial services. Special orientation/ advising/registration programs for students individually admitted. Special reading, writing, math tests given and students not permitted to modify course schedules without consent of their advisors.	Continuation and expansion of current activities.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in national and professional publications, metropolitan newspapers, announcements are mailed to black colleges.	Continuation of current activities.

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UMES

Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time full-time freshmen who are other-race students enrolled in the public four-	A campus wide recruitment committee was established to advise on and and evaluate recruitment activities of the Admissions Office. Special mailings are used to reach white students. White staff, faculty and students are used in recruitment activities.	Increase organized campus visit: Intensify current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMES goal is 10-12%.	Graduate departments recruit students. Graduate students are used as recruiters.	Continuation of current activities. Develop brochures on the graduate programs to use in recruiting students through mailings and personal contact.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	The UMES-UMAB Honors Program serves as the primary vehicle for attracting blacks to professional areas where there has been underrepresentation. UMES also has a General Honors program for academically talented students.	It is expected that a new reorganization of programs into three schools - Arts and Sciences, Professional Studies, and Agriculture Sciences - will impact on the recruitment of high ability students.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Counseling Center staff contacts students who are on academic probation or who appear to be in academic difficulty. Center also communicates with parents and students between semesters. UMES also has an Ad Hoc Committee on Student Retention. Extensive counselling and follow-up of ADP students.	Increased counselling sessions, more comprehensive career counselling.
Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	Vacancies are advertised in national publications through national organizations, local newspapers, Baltimore-Washington newspapers.	Maintain current activities.

BOWIE STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Bowie goal is 29%.	Contact with local high schools, churches, government offices, local educational agencies, local businesses. Use of Other-Race recruiters.	Expansion of articulation efforts. Additional on campus programs for counselors, principals, community leaders. Increased publicity of Other Race Grants.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%.	Broad distribution of catalogs, leaflets, presentations to faculty, intense Other Race Grant advertising Bowie Industry Cluster, letter and telephone contact with recent graduates in Psychology, Education, Business and Public Administration.	Increasing number of off-campus centers. Marketing Committee at work. Follow-up surveys of graduate students.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	College has focused special recruitment in these areas. A special Summer program is offered to improve math and science skills. A five-year program in Engineering is offered with University of Maryland and George Washington University.	Bachelor of Science Programs in Computer Science will be implemented in Fall 1983. Bachelor of Science Programs in Technology will be implemented in January 1984.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	The Retention Committee has revised its recommendations. A retention coordinator, psychometrist, and job developer have been employed through Title III funds. Follow-up surveys have been administered. Student group has been organized to aid Freshmen and retention efforts.	Retention workshops will be continued. Improvement of tests and assessment administration, development of additional jobs and internships experiences for students.
Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	Bowie uses a wide variety of professional journals, newspapers and direct mailings to appropriate educational institutions when filling faculty and administrative positions.	Continuation of current activities.

COPPIN STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Coppin's goal is 5%.	A Recruitment Committee has been established. Other-Race faculty are used in recruitment. No-need scholarships are available.	Continuation of current activities. Increase recruitment of community college transfer students.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%.	A concentrated recruitment plan is being implemented by the Graduate Division to recruit at the undergraduate colleges in the region. A Recruitment Committee has been established.	Continuation of current activity.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Coppin has pre-dental, pre-medical, pre-engineering and pre-pharmacy programs. Faculty recruitment efforts have been directed to high school students who indicate an interest in these areas. Enhancement Funds have been used to purchase equipment in biology, chemistry and math.	The College has proposed a major in Computer Science. Enhancement of retention efforts in the sciences.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Competency testing, provision of developmental courses, tutorial services, follow-up of non-returning students.	Competency testing, the identification of deficiencies in each of the basic skills and provision of developmental courses will continue.
Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	Coppin advertises vacancies for faculty and administrative staff in professional journals and local newspapers.	Continuation of current activities.

FROSTBURG STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Frostburg's goal is 8%.	Minority Admission Counselor visits high schools with large black populations. Attends college fairs in Baltimore, Washington, DC, Long Island, Pittsburgh. Works with community organizations.	Plans are being made to involve black alumni in the recruitment of black students. Increase the number of schools visited.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%.	Undergraduate students are made aware of graduate school opportunities. Graduate programs are advertised in the student newspapers or predominantly black colleges/universities. Other-Race Grant Programs advertised.	Continuation of current activities.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Emphasis is given by the Minority Admissions Counselor and the Office of Minority Affairs on the scientific and technical programs Frostburg offers. Students are made aware of the Cooperative Frostburg-University of Maryland program in engineering.	Continuation of current activity. Frostburg will study the dual degree arrangement between Coppin and UMAB in pharmacy and dentistry for possible adoption.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	The Student Affairs Office provides counseling services, career planning services, and freshman orientation sessions. The Program for Academic Support and Studies administers the Freshman Basic Skills Placement Examinations and places students in developmental courses. With Special Student Services students receive tutoring, have access to the Learning Resource Center and are exposed to special cultural events designed to motivate them.	Each office plans to expand its current activities. In particular, the Office of Minority Affairs plans to expand its Positive Enhancement Program--a program designed to boost morale. The PASS program will include a tutorial class in Speech. The Office of Admissions will continue its efforts to recruit high ability black students - students who would succeed at college.

FROSTBURG STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
	The Office of Admissions attempts to recruit black students with the most potential for success. The Office of Minority Affairs provides counseling services, assigns advisors to black freshmen, provides cultural events, and works with black student organizations.	
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in national publications, local newspapers, Baltimore-Washington newspapers.	Continuation of current activities.

SALISBURY STATE COLLEGE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Salisbury goal is 8-10%.	Intensive recruitment in Baltimore-Washington area. Advisory Committee on Minority Student Recruitment and Retention formed. The Office of Continuing Education and a local black organization sponsored several activities.	Use of black students as student recruiters to accompany admissions staff. Black Student Union will participate in the Admissions Office Telephone recruiting program.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%.	Graduate programs are advertised in local newspapers. Information on graduate programs is sent out to colleges in Maryland. Information also sent to local businesses and professional organizations.	Continuation of current activities. New initiatives likely with the arrival of a new Director of Graduate Studies/Continuing Education.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Increased recruitment of black students with strong math and science backgrounds. Director of Minority Affairs is involved in direct monitoring of black academic majors and career opportunities. Black alumni have been invited back to share their career experiences.	Expansion of current activities to include a program of inviting regional black professionals to the campus to share their career experience.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	SSC conducts freshman testing, developmental studies; reading, writing, and math centers; deficiency mid-semester report, has a mandatory student advisory system and requires freshmen orientation seminars, use of exit interviews.	Committee on Minority Student Recruitment and Retention will offer other suggestions for retention programs. Director of Minority Affairs and Black Student Union will implement a buddy system for new black freshmen.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Salisbury currently advertises vacancies in national publications, major metropolitan newspapers, professional organizations. Local news media also keeps abreast of college's effort to hire black faculty and staff. Advisory Committee on Faculty and Professional Staff Recruitment formed during Spring 1983 to help recruit minority candidates.	Continuation of current activities.

TOWSON STATE UNIVERSITY
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Towson's goal is 13-16%.	Visits to public high schools in metropolitan Baltimore. Visits to private and parochial high schools with large black student population Black students accompany admission staff. Use of College Board minority student roster and the Talent of Outstanding Minority Community College Graduates.	Open house for black high school juniors and seniors. Conduct College Board Minority Student Search in Summer.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%.	Visits to Morgan, Coppin and Bowie annual senior days. Visit to Hampton Institute.	Recruitment of new graduate students from other states. In Fall, 1983 dorm space will be available for graduate students. Black prospects will be especially targeted.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	Labels were purchased from the College Board of all black high school students in Maryland who indicated an interest in the sciences. These students were sent information on Towson and invited to the Science Information Day. Science faculty participate in Admissions Open House.	Continuation of current activities. Use of career counseling staff to provide more information on career opportunities in the sciences.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Competency testing, identification of weaknesses, provision of courses to develop skills. TRIAD orientation program introduces students to the campus. Tutorial Service Center and Reading Lab provides tutoring.	Revision of the Academic Advising system. Expansion of the black mentor project. Use of microcomputer in individualized tutoring.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Position vacancies are advertised in national publications, local newspapers and at black colleges and universities, and organizations.	Continuation of current activities.

UNIVERSITY OF BALTIMORE
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UM (16-17%)	Presently recruit students from all the State Community Colleges.	Continuation of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UB (20-24%)	Visits to local colleges career and professional school days.	Continuation of current activities.
By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to 10%.	Annual "Minority Students Law Forum" "Pre-Law Advisors Forum" provides information regarding the application process and curriculum. Advisors attended from Maryland, D.C. and surrounding states.	Continuation of current activities
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Retention counselors provide advisement to academically deficient students. The Academic Resource Center provided optional non credit remedial/developmental services such as individual, small group and classroom instruction in the basic skills. Math review course now being offered. Ad Hoc "Retention Committee" formed to study the retention of black students.	Remedial/Developmental activities will continue through the Academic Resource Center. Expansion of computer longitudinal study of student retention.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Each search committee now has black representation. A new in-house publication, "Guidelines for Search Committees" stresses the University's commitment to fair practices in hiring and recruiting minority applicants.	Continuation of current activities. Expansion of advertising efforts.

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Morgan's goal is 12%.	Intensive recruiting, special publications, new programs. Campus-wide Recruitment Committee including alumni, students and faculty. Strengthening follow-up procedures for other-race students.	Continuation of current activities.
By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. Morgan's goal is 50%.	Intensive recruiting both in-state and out-of-state by graduate school staff and faculty at career days and graduate school fairs. Letters sent to Towson and University of Baltimore students. Advertisements placed in student publications and placement manuals.	Vice President for Academic Affairs and Graduate Dean will continue monitoring this goal.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level.	High ability students are counseled in career opportunities in the sciences and related fields. Engineering Physics and Computer Science programs will be implemented this fall.	Continuation of current activities.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Retention Committee formed. Career program for undeclared majors. Increase tutoring assistance. Human Relations Seminars.	Faculty Handbook on advising. Review of existing advisement procedures. Follow-up on students who have dropped out. Human Relations Seminars.
Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect.	Vacancies are advertised in national publications and metropolitan newspapers in the Baltimore-Washington area.	Continuation of current activities.

ST. MARY'S COLLEGE OF MARYLAND
Institution

GOALS & RECOMMENDATIONS	CURRENT ACTIVITIES	PROPOSED ACTIVITIES
By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. St. Mary's goal is 8%.	Admissions staff and student workers recruit minority students through visits to high schools, personal contact with students and their families. The ORG Fellowship was renamed Matthew D'Sousa Fellowship. A director of the D'Sousa program has been appointed and has counselled with all D'Sousa Fellows.	Build stronger relationships with counselors from predominately black schools. Develop a "minority prospectus' written by a student.
Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level.	An Academic Advisory Manual was introduced to assist students and their advisors in planning their college programs. A new computer system has spurred interest in computer courses.	Further strengthen the career development program. Continue curriculum review. Continue review of academic advising system. Add microcomputer labs in the Library and Human Development Division. Increase equipment in Math division Computer Lab.
By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.	Minority student counselor assists students in social and organizational activities. Faculty advisors assist in academic counselling.	Continued advising, counselling and monitoring of minority student progress.
The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area.	Vacancies are advertised in national publications, metropolitan Baltimore-Washington newspapers, and at traditionally black graduate schools.	Continuation of current activities.

APPENDIX

Equal Educational Opportunity
Annual Institutional Report

Part 1

The areas covered by this part correspond to the broad areas included in the Plan to Assure Equal Postsecondary Educational Opportunity. These broad areas are listed on page twenty-five of the Plan. Please provide brief answers for each section under each area, using the following format. Use additional sheets if necessary.

A. Current Status. Provide a quantitative assessment of where the campus is in relation to the goal or recommendation based on fall1982 data. These descriptive data should include campus-wide totals and such breakdowns as are needed to provide a basis for deciding on courses of action and monitoring future progress.

B. Current Activity. Describe each activity, if any, which is currently underway to help achieve the goal or recommendation.

C. Proposed Activity. Describe each new effort, if any are necessary, to meet the goal or recommendation. These new efforts should be classified in terms of whether they are: 1) an expansion or enhancement of a current activity or 2) a new activity. When efforts beyond those now underway are unnecessary, the basis for this conclusion should be discussed.

D. Anticipated Status. Briefly describe the progress toward the 1985 goal which is expected to be made by next fall. Since the implementation effort is just getting underway, new activities understandably need not be expected to have a substantial impact this soon.

E. Responsibility for Implementation of Current and Proposed Activities. List the title of the person(s) who is/will be responsible for implementing each current and proposed activity. Describe any coordinative mechanism created to aid in implementation activities.

F. Costs of Current and Proposed Activities. Prepare cost estimates for each proposed activity which is undertaken to implement a goal or recommendation. In general, an assumption should be made that the costs of proposed actions will have to be met through internal campus reallocations of funds. Therefore, cost estimates should be as conservative as possible. The commitment to meet equal educational goals and recommendations cannot be based on an assumption that the campus will be successful in obtaining additional resources.

1. Undergraduate Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

2. Graduates/First Professional Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

3. Enrollments in Fields Where Blacks Are Under-represented

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

4. Undergraduate Retention

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

5. Administrators/Faculty/Professional Employees

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities: